

IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT THROUGH PAIRED STORY TELLING TECHNIQUE

Hafizhah Siregar

Busmin Gurning

Abstract

This study attempted to improve students' reading comprehension achievement in narrative text through paired story telling technique. This study was conducted by using classroom action research. The subject of the research was class XI SMA PAB 1 Medan which consisted of 25 students. The research was conducted in two cycles and every cycle consisted of three meetings. The instruments for collecting the data were quantitative data (Reading test) and qualitative data (diary notes, observation sheet and questionnaire sheet). Based on reading scores, students' score kept improving in every evaluation. In the test I the mean was 65.28 in the test II the mean was 71.16. Based on observation sheet it was found that teaching-learning process ran well. Students were active, enthusiastic, and interested in reading. The result of the research showed that applying paired story telling significantly improved students' reading comprehension achievement.

Keywords: *Reading comprehension achievement, paired story telling technique, senior High School's Students*

Introduction

Background of Study

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get the meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one do not have reading competence, because reading competence enables students to find the information in reading a text.

Reading comprehension is the process of simultaneously extracting and contrasting meaning through interaction and involvement with written language. It consist of three elements ; the reader, the text, and the activity or purpose for reading. So, teacher should help the students not only how to read but the way to comprehend and to get the meaning of the text itself.

In reading skill, students are expected to have knowledge and ability to understand about the content that has explained in the text. It means that students need to learn a considerable amount of information of a text. Therefore, students need abilities to understand and remember main ideas as well as number of details that elaborate the main and supporting ideas in the text. They also need to link the text to their knowledge base. In fact, reading not as easy as people think. It is not easy to have ability of drawing meaning from the printed page and interpret the information appropriately. In this case, the reader must use their brain to process the available information in the text.

Harmer (2003) states that students sometimes have vague understanding of reading. Reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the words, the sentences, the sentences'

unity and organization; and the lack of interest or concentration. Daniel S Mc manara (2009) stated the problem that is often faced by the students in comprehending the text. He explained that the students may not be able to read the words themselves, fail to understand the relationship between the sentence and whole meaning of the text.

The main problem in this case is that the students may be lack of the necessary strategies for reading to overcome those challenges. This case will be frustrating and demotivating, such attitudes often of due to unsuccessful experience in reading. this case is based on the writer's experience when she took a teaching practice in junior High school (PPLT 2012),where most of the students were not able to read and comprehend the text, although some students could read or pronounce the words well but they could not understand to comprehend the text well because they could not identify the meaning of difficult words in the text.

Therefore, if they only can read the words without comprehending or understanding the text or what they are reading, it means that they are not really reading. This conditions really proves how bad the students' achievement in reading.

Research Question

Based on the background of the study, the researcher problem is formulated as the following "Does the use of paired story telling technique improve the students achievement in reading comprehension in narrative text?"

Conceptual Framework

Reading has been something important in the education. It has been the badge of intellect and the proof of knowledge and education. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning from

the text. Reading is very complex. It requires a high level of efforts and concentration. A reader has to identify the symbols and has to be able to interpret what he reads, associate with his experience in previous time.

In fact, most of the students cannot comprehend the text well. The students cannot catch both stated idea and unstated idea from the text. It can be seen from their scoring still under the Minimal Completeness Criterion. They still feel that reading is very boring activities. Therefore, the suitable of teaching technique is very important to increase students' achievement in reading comprehension and to overcome the problems.

Research Method

This research was conducted by applying Classroom Action Research. Action research is teacher- initiated research which is aimed towards teaching and learning quality improvement (Grabe & stoller). The application of classroom action research is aimed to see the improvement of students' reading comprehension in reading narrative text by applying paired story telling technique.

According to Wallace (1998), action research includes collection and analysis of data related to some aspect of teacher's professional practice. After conducting the investigation of the students' problem in reading comprehension, the action can be applied. Moreover, Wallace (1998) states that action research is a loop process, it means that the process can be repeated (reframing the problem, collecting the fresh data, rethinking the analysis, etc) until get a solution and satisfying result. In other words, if one action can not show the improvement of teaching-learning process, further action must be done in order to achieve the improvement. The process can be stopped if the intended improvements have been successfully achieved.

Result and Discussion

The application of paired story telling helped the students to be easier in learning reading especially in comprehending the narrative text. Students were given the chance to share their idea with other friends. Work cooperatively in reading activities make them more excited.

In this study, it is find that not all students got improvement for their score because they did not actively participated in learning process. There were also some students who did not get high improvement and even did not reach the minimum standard value (KKM 72) until the end of the meeting in cycle II.

The teacher motivated students to give the best, gave them the chance to ask any questions to the teacher if they found difficulties. In the first cycle and the second cycle, the researcher walked around from pairs to pairs to make sure the students contribute their idea in the discussion.

This research had proved the effectively of applying reciprocal teaching method. The students' scores from the test I until test III. It was caused the teacher controlled the class better, directly admonished the students who were noisy. So, the class became quitter and also provided more interesting activity in cycle II.

Students' data in the cycle II showed that the mean of students score were higher than the mean of the students' score in cycle I. In the last test of cycle II, there were 19 students from 25 students who got score above 72 point.

This improvement not only happened in the mean of the students score, but also the expression, interest, and excitement of the students that there was an improvement. It can

be seen from the interview, observation sheet, Most of the students were more active and enthusiast during the teaching learning process.

It implied that the application of the Paired story telling could improve the students' achievement in reading comprehension and also help the teacher to teach reading comprehension.

Conclusion and Suggestion

Conclusion

Based on the result of the study, the conclusions are drawn as follows: There is an improvement of students' achievement in reading narrative text if it is taught by using Paired story telling technique. It is showed from the mean of the students' scores pre test (43.16) and the mean of the post test of cycle I (65.28) and the mean of the post test of cycle II (71.16). It means that the use of Paired story telling could improve the students' achievement in reading narrative text. It is shown that most of students became more active working in pairs and it is strengthened by the improvement of their reading scores. It is proved quantitatively and qualitatively that the application of paired story telling improves the students' achievement in reading narrative texts.

Suggestions

Base on the result of this study, the use of paired story telling improves the students' achievement on reading comprehension. The following suggestions are offered :

- a) To english teacher, it is better to use paired story telling in teaching reading because it can improve the students' achievement on reading comprehension.

- b) To the students, it is suggested to use relevant topic to conduct the further research by using paired story telling.
- c) For all the readers, may this research will bring you into good understanding how to improve students' achievement on reading comprehension through paired story telling.

References

- Alexander, J.Estille.1988.*Teaching Learning*-3rd Ed.Emriti : University of Tennesse
- Arikunto, S.2006.*Prosedur Penelitian* : Suatu Pendekatan Praktik.Jakarta : Rineka Cipta
- Brown, H.D.2000.*Principles of Language Learning and Teaching*-4th Ed : New York Longman. Person Education
- Grabe,W and Stoller, F.2002.*Teaching and researching Reading*.Harlow : Longman.
- Johnson, D.W, & Johnson, R.1999. *Learning Together and Alone : Cooperative, Competitive, and Individualistic Learning*. Boston : Allyn & Bacon
- Lie,Anita.2002.Cooperative Learning. Jakarta : Gramedia.
- Otto,Wayne.1979. *How to Teach Reading*.Canada : Addition – Westley.
- Partnership for reading .2005.*Reading Comprehension*.May 23 , 2013.
[http://wik.ed.vios.edu/endex.php/reading comprehension](http://wik.ed.vios.edu/endex.php/reading%20comprehension)
- Wallace,M.J.1998. *Action Research for Language Teachers*.Cambridge : Cambridge University Press.
- Wardhani,IDAK,Kuswaya Wihardit,Noehi Nasution.2006.*Penelitian Tindakan Kelas*.Jakarta : Universitas Terbuka
- Wiriaatmadja, Rochiati.2006.*Metode Penelitian Tindakan Kelas*.Bandung Remaja Rosdakary.
- Mc. Neil,J.D.1992. *Reading Comprehension New Directions for Classroom Practice*,Third Edition. New York : Harper Collins